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ABSTRACT

The Australian Council for Educational Research (ACER) Spelling Test is designed to measure levels of achievement in spelling and comprises Test Cards, Answer Sheets, Class Analysis Charts and Handbook. The test itself is divided into four parts, one part for each of years 3 through 6 with each part consisting of 50 words. Directions for administering the test and for interpreting the scores are provided. Brief guidelines for diagnosis of spelling problems and suggestions for follow-up remediation strategies are also provided. (Author/AL)

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ACER SPELLING TEST YEARS 3-6

HANDBOOK

1 clock	This **clock** has stopped ticking.	**clock**
2 about	Did you hear **about** the fire?	**about**
3 street	Look both ways before crossing this **street**.	**street**
4 new	This is my **new** exercise book.	**new**
5 could	We **could** learn to do it.	**could**

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The *ACER Spelling Test* comprises Test Cards,
Answer Sheets, Class Analysis Charts, Handbook.

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The Nature of the Spelling Process

Differences of opinion about the spelling process and the way in which spelling should be taught can be related to differing views of the English writing system (or orthography). For some, this writing system is totally irrational while others see it as optimal as a system of communication. A view which in recent times has received wide acceptance is that, although our orthography is not completely systematic, definite patterns do exist.

A study by Hanna, Hanna, and Hodges (1971) concluded that 49.8 per cent of the words were spelt correctly (i.e. a total of 8483 words) when 2000 plus rules were applied. Many of the rules did not occur often enough to be of any practical use. The development of any spelling test or spelling list must take into account both the rule-governed nature of our orthography as well as the fact that many words are highly irregular in their spelling. In many ways, spelling is concerned with the probability of certain letters coming together in any sequence.

It is interesting to consider the ways in which spelling differs from reading. Peters (1975) describes reading as dynamic and progressive. It depends on a child's ability to tap various linguistic sources of knowledge of grammar and meaning. When reading, a child may make several successive approximations. Spelling on the other hand once written is fixed although it can be erased. It is less subject to change and reflects an individual's style and approach, his attitude, and, most of all, his self image. Whereas with reading a wide range of performance is possible, spelling does not change to suit the occasion. Because of this, spelling is a relatively easy skill to assess; it is either correct or incorrect and therefore is easily quantified.

Peters (1970) isolated three major factors which correlate with the ability to spell, verbal ability, visuo perceptual ability, and perceptuo motor ability (handwriting). The speller employs many strategies when he reproduces a word and auditory, visual, and kinesthetic memory all appear to play vital roles. For most of us, vision is particularly important; we write a word down to see if it 'looks right'. Through visual familiarity with the written language, we learn the probability of certain letters coming together. Not all good readers are good spellers; it is the *way* in which we look at a word which is important.

The Bullock Committee Report (1975) concluded that 'the climate should be such that the child has a motive for spelling correctly and he should be helped to it by an effective system'. For Peters (1975) there is no question that the behaviour of the teacher determines, more than any other single factor, whether or not a child does learn to spell. The child who has been talked to and read to at home tends to 'catch' spelling within the network of linguistic abilities which is the heritage of these favoured children. The less favoured child will initially need to be taught what he has not been favoured enough to have caught.

The Assessment of Written Spelling

If children are to write freely and confidently, it is important that we accept what a child writes regardless of how he writes it. To ignore this would be to develop in the child an image of himself as a poor speller which would be difficult to eradicate in later years. On the other hand, the reader cannot attend to the content of what a child has written, if he is distracted, however unwillingly, by poor spelling.

An achievement test in spelling can be expected to fulfil the following requirements. It can show up individual differences in the spelling ability of a class, it can indicate progress over a period of time, and it can highlight a child's successes and failures in spelling. An achievement test will *not* provide information on how a child should be taught spelling nor will it show all of the words a child needs to study. In helping a child overcome his spelling difficulties, it is important to look closely at the errors each child makes. Are they reasonable phonic alternatives (e.g. 'unconcious')? Are they phonic alternatives which do not conform to any spelling precedents? (e.g. 'unconshus')? Are they random words (e.g. ctanc)? For assistance in the diagnosis and remediation of spelling difficulties, Margaret Peter's *Diagnostic and Remedial Spelling Manual* (1975) is a useful reference (obtainable from the ACER).

An achievement test contains only a sample of all the possible questions which may be used in estimating the attainment of each child. The accuracy of this estimate depends on how well the test constructor has sampled, with a sufficient number of questions, both the content and objectives of the skill concerned. In the *ACER Spelling Test* every effort has been made to achieve a satisfactory sample of questions.

An adequate sampling of words is a critical factor in the assessment of the child's level of achievement in spelling. This may be more readily appreciated if it is remembered that, of some 3000 words which a typical child may be expected to acquire during her/his primary schooling, about 98 per cent are used in her/his written work (Arvidson, 1960). Clearly a 50-word test, such as the *ACER Spelling Test,* is only a very small sample of the child's vocabulary. This is true even in the lower school years. Particular care has been given to the selection of words in view of this factor. This must also be considered when teaching decisions are made as to which words a child needs to study.

General Description

The *ACER Spelling Test* is designed to measure levels of achievement in spelling. The test is divided into four parts, one part for each of Years 3-6 with each part consisting of 50 words. The test itself takes about 20

Table 1
Sources of Words Used in the *ACER Spelling Test*

Year level of word	Year 3		Year 4		Year 5		Year 6	
	No. of words	Source	No. of words	Source	No. of words	Source	No. of words	Source
1, 2	10	NSW list	2	NSW list	–	–	–	–
3	5 25 10	Special NSW list Radford list	1 5 2	Special NSW list Radford list	– 2 1	– NSW list Radford list	– 1	– NSW list
4			5 25 10	Special NSW list Radford list	1 1 2	Special NSW list Radford list	– 1 1	– NSW list Radford list
5					5 25 10	Special NSW list Radford list	1 4 2	Special NSW list Radford list
6							5 25 10	Special NSW list Radford list

minutes to administer, with an overall administration time of approximately 30 minutes.

Additional diagnostic information is available through the use of the Class Analysis Chart. Students record their answers on an answer sheet with a detachable strip which, when attached to the Class Analysis Chart, allows for immediate visual scan of error types and item difficulties for both the class and for individual students.

Brief guidelines for diagnosis of spelling problems and suggestions for follow-up remediation strategies are also provided.

Purposes of the Test

The *ACER Spelling Test* is intended to measure a child's competence in spelling by using specially selected samples of words for Years 3-6. Results of this test should be used in conjunction with the teacher's own knowledge and evaluation of the spelling ability of the children.

Specifically, the *ACER Spelling Test* may be used for the following purposes:

to provide an estimate of spelling achievement relative to the achievement of a clearly defined reference group

to identify pupils advanced or retarded in spelling ability, especially identifying those in need of diagnostic and remedial treatment

to provide information about the relative standard of newcomers to a class

to provide information about the type of error made by an individual with a view to facilitating remediation.

Cautions in the Use of the Test

Tests should not be given indiscriminately. Test users should have clearly defined objectives for administering the test. Ask yourself the following questions before administering the test.

What do I want to know about the children's spelling ability? Will this test measure those aspects of spelling in which I am interested?

What things does the test not claim to measure?

How can I use a child's responses on the test to gain the most information about the child's spelling ability?

It is inadvisable to use the test in Year 3 before the latter half of the year. Norms are not provided for early Year 3 testing.

'Teaching to the test' prior to its administration will invalidate the results.

A spelling test is not a typical spelling situation. Normally when writing, a child will draw on words from his own vocabulary in continuous prose. The situation of being asked to spell specific words in a test may affect the performance of certain children more than others. Each classroom will also vary to some extent in each of the following factors: home background of the children, language background of the children, availability of resource materials, teacher objectives, individual ability, emphases of the school, and motivation and history of the children.

Test Content

The sampling of words in each test of 50 words for each school year may be summarized in general as follows:

10 words which appeared in the spelling lists for 1960 for the school year preceding that concerned—of these, about half are homophones or commonly mis-spelt words;

40 words made up of:

5 special words from various subject areas;

25 words from the NSW spelling list (including about 5

homophones or words of special difficulty), and 10 words from *A Word List for Australian Schools* (Redford, 1960).

Ten of these 50 words reappear in the test for the next year. This overlapping produced a selection of words for each year as shown in Table 1.

The first few items or words in the ACER Spelling Test for each year of school provide a preliminary section appropriate to the level of the previous year. The remaining words in the test are appropriate to the year concerned, but they do not extend beyond this year level.

In addition to the broad sampling structure outlined above, every effort was made to tap as many sources of potential error as possible. To achieve this, a list of 'rules' or spelling 'ideas' was compiled, including silent letters kn, as in knife; wh, as in whip; s sounded as z; doubling the last letter before a suffix; long vowels with final e; and changing y to i.

Words were then selected in the proportions indicated above, to cover one or more of the ideas listed. It was considered that this would lead to a useful test for broad diagnostic purposes.

Directions For Administration

Preparation for the Testing Session

1 Study carefully the directions for the test and the test itself prior to testing.
2 Assemble materials required:
  (a) test card for appropriate level,
  (b) sufficient answer sheets for each child,
  (c) pen or pencil for each child (plus spares),
  (d) a copy of this handbook, and
  (e) paper on which to record any variations in testing procedure.
3 If possible arrange administration of the test in the morning when many children are more alert.
4 Give children advance notice of the kind normally given for an ordinary classroom test.
5 Ensure that the testing will not be disturbed. If necessary place a notice on the door to this effect.

During the Testing Session

1 Adhere to the detailed instructions but avoid any feeling of strain on the part of the children by treating the test as a normal school activity. Encourage children to do their best.

2 Do not add or omit parts of the text to be read aloud to the children. Statements such as 'listen' or 'look at me' may be used to gain the children's attention.

3 Answer children's questions by quoting from the detailed instructions as far as possible.

Detailed Instructions

The preliminary instructions to be read aloud are printed in the boxes. Ensure that each child has an answer sheet and a pen or pencil. If you have not already done it for them, direct the children to write their *names*, the *testing date*, and the *test form* (X or Y) in the space provided. Instruct the children to fold back the 'score check' to ensure that it is not marked unnecessarily.

Then say:

> Today we are going to do a spelling test. There are fifty words in the test and you must write each word on a separate line one below the other.
> For each word, I will say the word—followed by a sentence with the word in it. I will then say the word again.
> You must not write the word until I have said it again after I have read the sentence. For example: Soldier. The captain told the soldier to stand still. Soldier.
> Which word would you write?
> Hands up.

Seek correct answer.

> That's right: soldier. You would write 'soldier' on the answer sheet.
> If you make a mistake, put a line through the error and write your new answer beside it.
> If you are not sure of the correct spelling, put what you think is correct. If you don't know how to spell a word at all, leave a space.
> Any questions?

Pause and check.

> Are you ready then?
> We will begin now.

Proceed at normal speed, making sure of children's attention before giving each word.

At the end of the test, record any variations from normal testing that may have occurred. (For example, undue anxiety by a child may affect his ability to perform to the best of his ability.) These factors may be considered when interpreting scores.

Directions for Scoring

1 Using the test cards as a score key, score responses on the score check as either correct (√) or incorrect (X) and analyse each before using the letter code.

(see diagram page 4.)

2 First record the child's initials in the space provided, then detach the score check along the perforations. The score check strip has adhesive at the top and bottom which only needs moistening. The strip is affixed to a single column of the Class Analysis Chart for the appropriate level and form. There is room for 40 children on each side. Charts may be joined for larger groups.

3 When all scored strips have been affixed to the Class Analysis Chart, the analysis may be completed in a number of stages as follows:

ACER SPELLING TEST YEARS 3-6

Start

Error Type:	Symbol
Conforms to spelling precedent (include homophones) e.g. Hear (here)	C
Doesn't conform to spelling precedent e.g. Payst (paste)	NC
Perseveration e.g. Wednesday (Wednesday)	P
Auditory Discrimination e.g. Comink (coming)	A
Unclassifiable Error	U

Year 3 Form X

ACER SPELLING TEST YEARS 3-6

Name: _____

Class: _____

- When your teacher tells you, write your grade or class and name in the space provided.
- Write the words alongside the question numbers.
- Fold back the strip marked 'score check'. **Do not tear this strip off.**

Score Check

1	**butter**	She likes to eat bread and **butter**.	butter	1 butter	✓
2	**two**	She could not count past **two**.	two	2 too	C
3	**myself**	I did it all **myself**.	myself	3 myself	✓
4	**coming**	When is he **coming** to visit us?	coming	4 comink	A
5	**would**	They **would** like to see your painting.	would	5 wood	C
6	**here**	He is **here** with me.	here	6 hene	✓
7	**buses**	The three school **buses** arrived early.	buses	7 buseses	P
8	**corner**	Our house is on a **corner**.	corner	8 conner	✓
9	**front**	She stood in **front** of her sister.	front	9 fruunt	NC
10	**dirty**	The floor was very **dirty** yesterday.	dirty	10 derty	NC

Count across the chart to find the number correct for each word in the 'number correct' column. Use the class item facility conversion table to convert this number correct to an item facility as a percentage or calculate the item facility using the formula:

$$\text{Class item facility} = \frac{\text{Number correct on item}}{\text{Number attempting this test}} \times \frac{100}{1}$$

Count down each column to find the number correct for each student. Record the count in the space provided for 'raw score'. (This raw score may be used with the appropriate norms to compare each child with the norm group—see page 12.)

Interpretation of Scores

Raw Scores

The child's raw score is the number of words spelt correctly on the test. In part it depends on the child's knowledge and skill, but it also depends on motivation and physical well-being while taking the test.

Remember that the score is concerned with how far the child has progressed in spelling. It is not intended to indicate how far the child should have progressed.

Percentile Rank Norms

Is 32 a good, average, or even a poor score? Often we need to know how a score compares with scores obtained by other children in the same school year. The use of 'norms' enables a teacher to express a child's raw score in terms of a defined population or 'standardization group'. The group is carefully selected so that the scores on the test will represent the scores that would have been obtained if every student in Australia had been tested. The norms are a way of summarizing how the students in this standardization group did on the test, and can be expressed in a number of ways. The particular form of norms used in the *ACER Spelling Test* are 'percentile rank norms'. A percentile rank is not the same as percentage correct. It tells you how a child would be ranked within a hypothetical group of 100 children representing the defined population. If we find from the norm tables that a student's raw score is equivalent to a percentile rank of 75, we may reasonably assume that this performance is as good as or better than that of 75 per cent of the defined population. If we find that another child's raw score is equivalent to a percentile rank of 35, we can assume that the child's performance is as good or better than 35 per cent of the same population.

The units of the percentile rank scale are not evenly spaced. Percentile units are not equal throughout the scale in the same way that centimetres on a ruler are. As most children's scores tend to cluster closely around the average, a small improvement in raw score near the average will greatly increase a child's percentile rank. It needs a much larger change in raw score to make a large change in percentile rank near the top and bottom of the distribution. The difference in ability between a percentile rank of 45 and 55 is usually much smaller than the difference between percentile ranks of 85 and 95.

Score Error and Percentile Rank Ranges

Any measurement, whether it be physical, psychological, or educational is subject to some degree of error. The test scores of a group of children differ because the individuals tested differ on the ability trait or skill which the test measures. They also differ as a result of irrelevant chance factors such as the particular set of questions used (a different set of questions would produce at least slightly different results), the anxiety state of the child, or the physical circumstances of the testing. A perfectly reliable test would be one in which these factors played no part and in which *all* differences in the children's scores were attributable to differences in the ability or skill being measured. However no test is perfectly reliable; all have an error of measurement.

Table 2
Class Item Facility Conversion Table
Number of Pupils Correctly Answering Item

Number of Pupils Attempting Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
10	10	20	30	40	50	60	70	80	90	100																									
11	9	18	27	36	45	55	64	73	82	91	100																								
12	8	17	25	33	42	50	58	67	75	83	92	100																							
13	8	15	23	31	38	46	54	62	69	77	85	92	100																						
14	7	14	21	29	36	43	50	57	64	71	79	86	93	100																					
15	7	13	20	27	33	40	47	53	60	66	73	80	87	93	100																				
16	6	13	19	25	31	38	44	50	56	63	69	75	81	88	94	100																			
17	6	12	18	24	29	35	41	47	53	59	65	71	76	82	88	94	100																		
18	6	11	17	22	28	33	39	44	50	56	61	67	72	78	83	89	94	100																	
19	5	11	16	21	26	32	37	42	47	53	58	63	68	74	79	84	89	95	100																
20	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100															
21	5	10	14	19	24	29	33	38	43	48	52	57	62	67	71	76	81	86	90	95	100														
22	5	9	14	18	23	27	32	36	41	45	50	55	59	64	68	73	77	82	86	91	95	100													
23	4	9	13	17	22	26	30	35	39	43	48	52	57	61	65	70	74	78	83	87	91	96	100												
24	4	8	13	17	21	25	29	33	38	42	46	50	54	58	63	67	71	75	79	83	88	92	96	100											
25	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80	84	88	92	96	100										
26	4	8	12	15	19	23	27	31	35	38	42	46	50	54	58	62	65	69	73	77	81	85	88	92	96	100									
27	4	7	11	15	19	22	26	30	33	37	41	44	48	52	56	59	63	67	70	74	78	81	85	89	93	96	100								
28	4	7	11	14	18	21	25	29	32	36	39	43	46	50	54	57	61	64	68	71	75	79	84	86	89	93	96	100							
29	3	7	10	14	17	21	24	28	31	34	38	41	45	48	52	55	59	62	66	69	72	76	79	83	86	90	93	97	100						
30	3	7	10	13	17	20	23	27	30	33	37	40	43	47	50	53	57	60	63	67	70	73	77	80	83	87	90	93	97	100					
31	3	7	10	13	16	19	23	26	29	32	35	39	42	45	48	52	55	58	61	65	68	71	74	77	81	84	87	90	94	97	100				
32	3	6	9	13	16	19	22	25	28	31	34	38	41	44	47	50	53	56	59	63	66	69	72	75	78	81	84	88	91	94	97	100			
33	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	52	55	58	61	64	67	70	73	76	79	82	85	88	91	94	97	100		
34	3	6	9	12	15	18	21	24	26	29	32	35	38	41	44	47	50	53	56	59	62	65	68	71	74	76	79	82	85	88	91	94	97	100	
35	3	6	9	11	14	17	20	23	26	29	31	34	37	40	43	46	49	51	54	57	60	63	66	69	71	74	77	80	83	86	89	91	94	97	100

There are techniques for calculating reliability coefficients of tests and for estimating the magnitude of errors of measurement. The statistic used to describe the spread of these errors is known as the 'standard error of measurement' (sem); it involves a concept referred to as 'true score'. This is the score that would be obtained by an individual on a test or measure entirely free of error. In practice we are unable to observe the true score.

We use the score obtained by an individual on the test as the best estimate of the true score. To allow for the error in our estimate, we assume that the standard error of measurement may be used to define limits within which we are reasonably confident that the true percentile rank will be found. In order to allow for the presence of score error, norms in this test are presented as percentile rank ranges. This ensures that the presence of score error is not overlooked.

Using the Norm Tables

The norm tables express a child's raw score relative to the performance of a defined reference group such as children in the same year tested in October.

1 Locate the table for the correct test form (X or Y) and the appropriate reference group.

2 Read down the raw score column to the required score.

3 Read across the row to the column for the appropriate school year to find the percentile rank range.

4 Record the upper and lower limits of the percentile rank range.

Interpreting the Results

The most important aspect of testing is the careful and detailed appraisal which should be made of each child's results. When scoring a child's test, the following factors should be considered:

1 Did the child correctly spell all the words he or she attempted?

2 Is there a recognizable pattern in the child's errors? Perhaps silent letters, long vowels with a final e or changing y to i may be creating problems. Margaret Peters, *Diagnostic and Remedial Spelling Manual* (1975) provides a useful guide to understanding the strategies a child uses in spelling.

3 Do the child's spelling mistakes make sense phonetically (e.g. ment—meant)?

4 How does performance on this test compare with the teacher's own observations of the child's spelling ability?

Table 3 shows examples based on Form X of the ACER Spelling Test for the October 1975 Year 4 reference group.

Table 3
Conversion of Raw Scores to Percentile Rank Ranges

Pupil	Raw score	Percentile rank ranges
A	38	64 **70** 78
B	35	58 **64** 70
C	31	50 **56** 62

If we look only at the bold figures (the percentile ranks), it might appear that A's ability as measured by the test is clearly superior to that of B, which in turn is superior to that of C. All that the table tells us, however, is that:

A's observed percentile rank is 70 and we assume that the true centile rank is between 50 and 62;

B's observed percentile rank is 64 and we assume that the true centile rank is between 58 and 70;

C's observed percentile rank is 56 and we assume that the true centile rank is between 50 and 62.

What the table implies is that, because there is no overlap between the percentile rank ranges for pupils A

and C, we have a good basis for concluding that the difference between their scores reflects a difference of ability, as measured by the test. However, since the percentile rank ranges for pupils A and B overlap, we can have less confidence that A's ability is greater than that of B. Similarly we have less confidence that B's ability is greater than that of C.

Teachers may find it useful to analyse a child's errors according to 'type' in Table 4 below.

Although there is no single way to teach spelling, any more than there is one way to teach reading, it is important to consider the strategies that each child uses, and especially the degree to which he has learnt the spelling patterns that occur most often in English. 'The closer a child comes to reasonably phonic alternatives, the less need there is to worry about his spelling' (Peters, 1975).

Remedial Strategies

Based on an analysis of 'error type' as suggested in Table 4, teachers may find the following guidelines of value.

Conforms to Spelling Precedent

This child is learning the probability of particular sounds coming together but, because of the vagaries of our language, is making mistakes. His spelling prognosis is good.

Remedial activities should include providing crutches or associations for words which are likely to cause problems, e.g. She said EEE! as she went through the cemetery.

It is important too that the children concentrate on the *visual* structure of the word, reinforcing visual imagery.

Does not Conform to Spelling Precedent

A number of errors of this type indicates that the child has not learnt the high probability of the occurrence of certain letter sequences. It is essential that he learns this skill.

Remedial strategy: Help the child to make associations between words, to recognize sequences of letters, e.g. if he mis-spells 'rough' he needs these kinds of associations:

tough enough roughage toughen etc.

Table 4
Types of Error

Error type	Symbol
Conforms to spelling precedent (include homophones) e.g. hear (here)	C
Does not conform to spelling precedent e.g. payst (paste)	NC
Perseveration e.g. (Wednesday)	P
Auditory discrimination e.g. comink (coming)	A
Unclassifiable error	U

If he mis-spells 'direction' he needs these kinds of associations:

multiplication education indication etc.

Make sure that the children have plenty of opportunities to 'write' the word so that it becomes internalized in a kinesthetic as well as visual and auditory sense. Help the child to recognize when a word 'looks right'.

Perseveration

Check whether the child's handwriting is adequate for the task.

Remedial strategy: If the problem is related to motor skills, it may be necessary to spend time on letter formation and joining letters. Writing the word will help the child internalize the structure of the word. Remember to avoid simply copying.

Auditory Discrimination

First ensure that you have been speaking the words clearly. If you are satisfied with your articulation, now check the child's reading. Does he rely on phonic rather than contextual miscues? If so, he may well be mishearing the words. The child's speech may also reflect faulty auditory perception.

Remember that a child may have adequate auditory acuity as tested by a pure tone hearing test yet still fail to *perceive* speech sounds.

Remedial activities should centre on ensuring the child first is able to perceive the speech sounds, then is able to articulate them correctly. You may find that some ethnic groups will have particular difficulty with some sounds or groups of sounds.

Unclassifiable Error

Children who have a high proportion of errors of this type have a greater spelling problem which will require further attention.

Remedial strategy: As spelling is essentially a visual skill, group words that look the same rather than sound the same. Teach words a child wants and needs to use and encourage associative learning. The technique of 'look-cover-write-check' is a useful one.

Standardization

The test was first normed during the 1962 Basic Skills Testing Programme of the NSW Department of Education. The NSW norms presented in this handbook replace those published earlier. The current NSW norms are based on data collected during April and October 1975, from a sample of children in New South Wales government schools.

The method used to select the sample was proportionate stratified cluster sampling, where government schools were the basic sampling units. The number of schools selected in each stratum was proportional to the total number of children in the stratum. The basis of stratification was area of administration.

Sample size for the April program was set at 324 children in clusters of four from 81 schools; for the October program it was set at 340 children in clusters of five from 68 schools. Within each school children were

Table 5
Facility Levels of Words Used in the *ACER Spelling Test*

Year	Average facility (% correct)	Range of facility (% correct)
3	58	14-89
4	58	12-85
5	53	6-85
6	54	18-85

selected, at each year level, by systematic sampling across the whole year level from class lists arranged in their customary order. Obtained samples were as set out in Table 6.

The method of sampling described above is effectively random and results in a sample representative of the school population involved, with an error of measurement below that of the equivalent simple random sample of pupils. (Estimated equivalent simple random sample: n = 200).

In August 1979 Form X was administered in a Victorian country inspectorate. By agreement with the principals and staff, all children in Years 3, 4, 5, and 6 attempted the test, including those children in one teacher schools.

In November 1979 Form X was administered to Year 6 in a Victorian metropolitan inspectorate in a similar way. Principals and staff of all 21 schools agreed that all Year 6 children should attempt the test. The details of the samples are shown in Table 6.

For both Victorian groups the lists of words were scored by teachers and re-scored by ACER technical staff to ensure that marking was consistent before the data were analysed.

Summary Statistics

Statistics derived from the 1975 and 1979 data groups are set out in Table 7,

where the following abbreviations are used:

n = number of pupils in sample
mean = expected population mean
sd = expected value of population standard deviation
rel = test reliability, KR20
sem = standard error of measurement

Tables of Norms

Percentile rank ranges for raw scores are shown in Table 9.

Item Facilities

Item facilities derived from the 1975 and 1979 data groups standardization are set out in Table 8. Item facilities have been calculated on the number of students answering an item correctly, expressed as a percentage of all students doing the test, whether they attempted the particular item or not.

Technical Information

The *ACER Spelling Test* was developed in the first instance and published by the ACER for the Basic Skills Testing Programme of the NSW Department of Education as Spelling Test E1 (Forms X and Y). Form X was first published in 1962 and Form Y in 1963. Within New South Wales, the test is now available from the Department of Education as part of the Primary Evaluation Program.

Trial versions of the test were prepared by selecting 200 words for each of Years 3, 4, 5, and 6. These trial versions were administered to about 1050 children in each year level. These children came from 60 schools. The proportion correct (facility) was calculated for each word and ranged from 4 per cent to 94 per cent. When the correlation between success on an item and success on the test as a whole was obtained for each item, all except 1 per cent showed an acceptable discrimination between high and low scores on the test. The average facility and the range of facility for words selected in the final forms are shown in Table 5 for each year level.

Table 6
Composition of Obtained Samples for *ACER Spelling Test*

NSW data, 1975	Test form	Number of schools	Cluster size (children)	Year levels involved	Number of children at each level	Total number of children
April	X	81	4	4, 5, 6	324	972
	Y	81	4	4, 5, 6	324	972
October	X	68	5	3, 4, 5, 6	323–5	1298
	Y	68	5	3, 4, 5, 6	339–44	1363

Victorian data, 1979	Test form	Number of schools	Year levels involved	Number of children at each level	Total number of children
August	X	40	3	793	
			4	692	
			5	714	
			6	705	(2904)
November	X	21	6	999	999

Table 7
Summary Statistics for *ACER Spelling Test*

		n	mean	sd	rel	sem
Form X						
April, 1975, NSW data	Year 4	324	22.4	14.0	0.96	2.7
	Year 5	324	20.2	12.8	0.96	2.7
	Year 6	324	18.6	12.5	0.96	2.6
October 1975, NSW data	Year 3	325	26.8	14.2	0.97	2.6
	Year 4	325	27.3	13.9	0.96	2.7
	Year 5	325	23.5	13.3	0.96	2.7
	Year 6	323	22.5	13.6	0.96	2.7
August 1979, Victorian data	Year 3	793	22.7	13.3	0.96	2.6
	Year 4	692	20.6	13.3	0.96	2.7
	Year 5	714	18.7	11.6	0.95	2.7
	Year 6	705	17.5	12.5	0.96	2.6
November 1979, Victorian data	Year 6	999	23.2	11.9	0.95	2.8
Form Y						
April 1975, NSW data	Year 4	324	22.8	14.4	0.97	2.7
	Year 5	324	18.8	12.0	0.95	2.7
	Year 6	324	17.4	12.6	0.96	2.6
October 1975, NSW data	Year 3	344	30.6	12.5	0.95	2.7
	Year 4	340	28.3	13.9	0.96	2.7
	Year 5	339	23.7	13.4	0.96	2.7
	Year 6	340	22.0	13.3	0.96	2.7

Table 8

***ACER Spelling Test* Item Facilities (Percentages of pupils answering items correctly)**

Form X

Item no.	Year 3	b Aug.	c Oct.	Year 4	a Apr.	b Aug.	c Oct.
1	butter	86	87	front	75	74	81
2	two	89	86	boxes	82	79	87
3	myself	71	83	here	77	81	77
4	coming	56	68	babies	62	52	71
5	would	59	75	friends	60	54	66
6	here	73	69	Wednesday	45	65	51
7	buses	61	74	trouble	60	53	73
8	corner	55	62	wives	56	58	66
9	front	58	60	though	44	35	52
10	dirty	55	56	lose	51	43	48
11	game	89	90	already	57	52	72
12	fight	54	64	spoil	59	58	71
13	fence	54	65	crush	78	80	82
14	great	36	49	peace	55	49	56
15	wrote	39	42	break	37	31	48
16	nurse	47	58	folk	52	45	56
17	altogether	25	38	entrance	37	26	45
18	knot	36	37	social	27	20	33
19	engine	30	48	claim	29	25	42
20	lose	52	44	division	21	22	36
21	yard	76	73	narrow	55	55	67
22	tiny	56	68	aloud	63	59	69
23	babies	29	47	daughter	40	40	53
24	fool	56	57	valley	57	43	65
25	strange	40	51	exchange	38	35	52
26	cable	51	48	straight	28	25	43
27	picture	28	44	halves	32	28	49
28	wives	46	45	doesn't	20	16	24
29	trouble	28	49	barrier	27	20	33
30	afterwards	18	19	course	27	25	36
31	June	80	73	bound	62	63	73
32	partly	45	60	steady	53	49	66
33	own	48	65	ugly	62	65	67
34	enjoy	39	53	poem	51	43	67
35	coast	27	48	attack	36	31	59
36	rough	23	38	electric	27	21	41
37	dried	26	37	direction	30	26	42
38	bridge	21	40	parcel	31	24	49
39	Christmas	23	25	keel	21	20	29
40	aren't	11	11	pianos	26	24	34
41	read	61	73	total	56	65	66
42	boxes	66	76	knight	46	57	60
43	fairy	40	53	check	62	57	70
44	earth	46	62	verse	50	46	64
45	friends	36	51	idea	48	40	61
46	bought	34	41	enemy	39	30	51
47	Wednesday	53	35	cruel	31	28	42
48	paste	36	47	collar	29	21	44
49	though	17	32	happiness	19	17	35
50	allow	7	8	multiplication	5	6	10

a April 1975, New South Wales data

b August 1979, Victorian data

c October 1975, New South Wales data

Table 8

***ACER Spelling Test* Item Facilities (Percentages of pupils answering items correctly) (Continued)**

Year 5	a Apr.	b Aug.	c Oct.
steady	74	72	75
friends	71	70	81
wives	64	67	71
aloud	75	78	76
barrier	47	44	60
break	54	49	55
happiness	48	41	56
lose	47	43	46
course	44	42	47
multiplication	13	14	20
visitor	65	56	70
unit	77	81	85
dodge	50	53	59
pause	41	42	53
type	44	44	52
current	47	42	54
obedient	28	20	43
avoiding	43	30	44
cereal	24	19	38
cylinder	23	15	26
famous	62	60	70
desert	61	62	71
bough	31	30	38
unknown	50	42	58
busiest	34	27	44
rural	38	21	50
reins	33	30	37
photos	49	54	57
irrigate	23	12	32
undoubtedly	8	5	13
retire	54	61	64
crouch	64	62	66
kennel	48	48	55
appeal	43	32	53
height	28	19	38
autumn	29	25	34
bury	30	24	34
squeeze	29	31	44
punctual	12	10	23
obstacle	5	5	13
rectangle	59	53	63
advantage	36	44	56
athletic	47	40	50
equator	35	31	42
shield	23	29	30
exercise	30	26	43
shaft	42	41	45
description	16	20	26
jubilee	11	14	12
equipped	5	4	3

Year 6	a Apr.	b Aug.	c Oct.	d Nov.
rectangle	77	74	83	87
dodge	65	68	73	80
pause	59	57	70	74
aloud	72	79	78	84
barrier	60	62	67	80
height	46	41	49	56
lose	43	48	49	56
obedient	44	36	53	47
description	35	31	39	48
equipped	7	9	9	15
circular	60	46	61	67
plumber	48	58	64	68
indicate	44	45	56	66
reign	15	22	28	33
site	44	48	54	53
exhaust	29	20	38	34
feeble	31	38	39	54
fascinate	18	14	36	23
queue	15	9	29	25
apology	13	13	26	21
drought	63	56	64	64
science	61	59	70	83
lazily	45	44	52	59
ability	45	49	58	62
character	31	31	41	54
appendix	20	18	25	33
urge	38	35	49	48
preferred	10	6	22	13
opponent	13	17	22	25
executive	21	23	27	37
waste	72	71	73	80
ancient	44	36	52	67
justify	43	44	51	61
ceiling	47	47	52	62
controlled	50	37	49	53
accompanied	30	19	34	30
crystal	30	28	40	47
nuisance	14	15	20	20
oxygen	27	27	31	45
pronunciation	10	12	16	13
minor	52	41	53	56
circulation	49	43	56	62
variety	40	34	48	52
diameter	40	27	48	44
emergency	44	37	48	57
physical	18	20	35	34
mosquitoes	22	27	38	46
weird	39	37	51	46
consequently	12	14	20	24
privilege	3	2	15	7

a April 1975, New South Wales data
b August 1979, Victorian data
c October 1975, New South Wales data
d November 1979, Victorian data

Table 8

***ACER Spelling Test* Item Facilities (Percentages of pupils answering items correctly) (Continued)**

Form Y

Item no.	Year 3	b Oct.	Year 4	a Apr.	b Oct.	Year 5	a Apr.	b Oct.	Year 6	a Apr.	b Oct.
1	clock	96	know	72	82	until	69	64	moist	68	80
2	about	87	were	73	79	board	75	80	piece	57	65
3	street	89	until	63	70	male	77	85	eighth	59	57
4	new	84	fruit	71	83	double	69	73	growth	75	81
5	could	74	December	66	71	piece	43	57	carriage	35	44
6	were	79	cried	56	66	equal	56	63	haul	41	51
7	cream	81	hospital	57	67	moist	56	61	invitation	42	58
8	hear	67	their	55	57	meant	27	45	meant	47	59
9	pretty	72	piece	30	43	view	43	54	correspondence	10	17
10	their	42	equal	41	53	geography	27	40	hygiene	2	4
11	buy	77	beautiful	32	44	empire	51	64	guilty	54	68
12	able	63	public	58	75	plough	39	55	pioneer	48	62
13	know	64	object	54	66	funniest	57	65	responsible	31	44
14	change	65	board	55	69	delayed	49	60	whether	42	43
15	maid	59	pupil	54	64	really	47	55	secure	36	48
16	sticky	74	male	64	79	growth	59	68	deceive	23	27
17	can't	61	freeze	44	55	hoarse	21	37	they're	26	34
18	enough	39	pounced	34	44	ordinary	26	38	peculiar	30	35
19	giant	47	diamond	18	31	article	33	41	tragedy	14	30
20	gain	34	vegetable	23	44	definition	12	19	enthusiasm	27	34
21	Sunday	95	question	39	59	towel	46	57	cycle	66	70
22	branch	81	mountains	46	62	guide	51	61	attraction	44	55
23	always	65	mighty	56	69	eighth	43	49	principal	27	36
24	tour	41	whole	48	66	easily	40	50	audience	34	52
25	friendly	47	cough	44	58	thieves	20	34	occupied	41	51
26	frame	68	crafty	59	66	bombing	47	60	innocent	22	41
27	blew	51	view	32	43	invitation	25	35	source	31	44
28	hospital	52	moist	41	46	carriage	16	30	original	35	44
29	Easter	52	pleasant	31	41	glacier	23	33	literature	11	17
30	wolves	26	arrange	23	34	correspondence	5	9	aerial	12	20
31	found	79	load	58	72	regular	47	57	steak	75	77
32	danger	80	pair	63	70	area	54	70	numerals	57	65
33	getting	58	saddle	45	55	excuse	37	46	biscuit	35	49
34	until	55	thread	54	69	knowledge	25	37	fierce	40	50
35	cheese	61	fancy	50	59	plural	46	49	radius	36	44
36	cried	50	bore	38	51	haul	26	34	accurate	37	48
37	noise	59	tomato	43	52	approach	22	38	sympathy	26	40
38	witch	45	weigh	34	44	vein	21	23	condemn	13	29
39	bare	40	meant	16	36	certificate	18	27	approximate	15	21
40	piece	29	geography	12	26	hygiene	1	2	catalogue	21	22
41	once	66	shadow	68	79	powerless	67	74	disobey	52	60
42	bright	68	animal	71	78	atomic	59	62	volcanoes	44	51
43	plate	77	foolish	51	61	waist	42	51	tidying	46	55
44	leave	69	control	59	71	plunge	46	52	extreme	34	48
45	fruit	61	double	49	62	describe	29	43	suffix	38	52
46	December	70	poetry	46	58	carpentry	39	44	occasion	33	45
47	music	52	eager	29	37	currant	19	28	foreign	17	28
48	truth	54	ruin	27	38	celebrate	23	30	sufficient	15	27
49	spread	50	weren't	19	27	labelled	8	20	rhyme	12	26
50	equal	20	addition	14	29	pores	4	4	guarantee	4	6

a April 1975, New South Wales data

b October 1975, New South Wales data

Table 9

***ACER Spelling Test* Norms (Percentile ranks and ranges)**

Year of School Norms, Form X, April 1975, NSW data

	Year 4			Year 5			Year 6		
Raw score	Lower limit	Percentile rank	Upper limit	Lower limit	Percentile rank	Upper limit	Lower limit	Percentile rank	Upper limit
50	98	**100**	100	99	**100**	100	99	**100**	100
49	97	**99**	100	99	**100**	100	99	**100**	100
48	96	**98**	100	98	**99**	100	98	**99**	100
47	94	**98**	100	97	**99**	100	98	**99**	100
46	92	**97**	99	96	**98**	100	97	**99**	100
45	90	**96**	98	95	**97**	99	96	**98**	99
44	88	**94**	98	93	**97**	99	95	**98**	99
43	86	**92**	97	92	**96**	98	94	**97**	99
42	84	**90**	96	91	**95**	97	92	**96**	98
41	82	**88**	94	89	**93**	97	91	**95**	98
40	80	**86**	92	88	**92**	96	89	**94**	97
39	78	**84**	90	86	**91**	95	88	**92**	96
38	76	**82**	88	85	**89**	93	86	**91**	95
37	74	**80**	86	83	**88**	92	85	**89**	94
36	72	**78**	84	81	**86**	91	84	**88**	92
35	70	**76**	82	79	**85**	89	82	**86**	91
34	68	**74**	80	77	**83**	88	80	**85**	89
33	66	**72**	78	75	**81**	86	78	**84**	88
32	64	**70**	76	73	**79**	85	76	**82**	86
31	62	**68**	74	70	**77**	83	74	**80**	85
30	60	**66**	72	68	**75**	81	72	**78**	84
29	58	**64**	70	65	**73**	79	70	**76**	82
28	56	**62**	68	63	**70**	77	68	**74**	80
27	54	**60**	66	61	**68**	75	66	**72**	78
26	53	**58**	64	58	**65**	73	63	**70**	76
25	52	**56**	62	56	**63**	70	61	**68**	74
24	50	**54**	60	54	**61**	68	58	**66**	72
23	48	**53**	58	51	**58**	65	56	**63**	70
22	46	**52**	56	49	**56**	63	54	**61**	68
21	44	**50**	54	46	**54**	61	52	**58**	66
20	42	**48**	53	43	**51**	58	50	**56**	63
19	40	**46**	52	41	**49**	56	48	**54**	61
18	38	**44**	50	39	**46**	54	46	**52**	58
17	35	**42**	48	36	**43**	51	43	**50**	56
16	33	**40**	46	34	**41**	49	41	**48**	54
15	30	**38**	44	31	**39**	46	38	**46**	52
14	27	**35**	42	29	**36**	43	36	**43**	50
13	24	**33**	40	27	**34**	41	33	**41**	48
12	21	**30**	38	25	**31**	39	29	**38**	46
11	19	**27**	35	22	**29**	36	26	**36**	43
10	16	**24**	33	20	**27**	34	23	**33**	41
9	14	**21**	30	17	**25**	31	20	**29**	38
8	12	**19**	27	14	**22**	29	17	**26**	36
7	10	**16**	24	12	**20**	27	13	**23**	33
6	8	**14**	21	10	**17**	25	10	**20**	29
5	6	**12**	19	7	**14**	22	7	**17**	26
4	4	**10**	16	4	**12**	20	4	**13**	23
3	2	**8**	14	1	**10**	17	1	**10**	20

Table 9

***ACER Spelling Test* Norms (Percentile ranks and ranges) (Continued)**

Year of School Norms, Form X, October 1975, NSW data

	Year 3			Year 4			Year 5			Year 6		
Raw score	Lower limit	Percentile rank	Upper limit	Lower limit	Percentile rank	Upper limit	Lower limit	Percentile rank	Upper limit	Lower limit	Percentile rank	Upper limit
50	94	**100**	100	94	**100**	100	99	**100**	100	98	**100**	100
49	91	**98**	100	91	**98**	100	98	**100**	100	97	**100**	100
48	89	**96**	100	88	**96**	100	96	**100**	100	96	**99**	100
47	86	**94**	100	86	**94**	100	95	**99**	100	94	**98**	100
46	83	**91**	98	83	**91**	98	93	**98**	100	93	**97**	100
45	81	**89**	96	81	**88**	96	91	**96**	100	91	**96**	99
44	78	**86**	94	78	**86**	94	89	**95**	99	89	**94**	98
43	76	**83**	91	75	**83**	91	87	**93**	98	87	**93**	97
42	74	**81**	89	73	**81**	88	85	**91**	96	85	**91**	96
41	72	**78**	86	70	**78**	86	83	**89**	95	83	**89**	94
40	70	**76**	83	68	**75**	83	81	**87**	93	81	**87**	93
39	67	**74**	81	66	**73**	81	78	**85**	91	79	**85**	91
38	65	**72**	78	64	**70**	78	76	**83**	89	77	**83**	89
37	63	**70**	76	62	**68**	75	73	**81**	87	74	**81**	87
36	61	**67**	74	60	**66**	73	71	**78**	85	72	**79**	85
35	59	**65**	72	58	**64**	70	69	**76**	83	70	**77**	83
34	57	**63**	70	56	**62**	68	66	**73**	81	68	**74**	81
33	55	**61**	67	54	**60**	66	64	**71**	78	66	**72**	79
32	53	**59**	65	52	**58**	64	61	**69**	76	64	**70**	77
31	51	**57**	63	50	**56**	62	59	**66**	73	62	**68**	74
30	49	**55**	61	47	**54**	60	57	**64**	71	60	**66**	72
29	47	**53**	59	45	**52**	58	54	**61**	69	57	**64**	70
28	45	**51**	57	43	**50**	56	51	**59**	66	55	**62**	68
27	43	**49**	55	41	**47**	54	49	**57**	64	53	**60**	66
26	41	**47**	53	39	**45**	52	47	**54**	61	51	**57**	64
25	39	**45**	51	37	**43**	50	44	**51**	59	49	**55**	62
24	37	**43**	49	35	**41**	47	42	**49**	57	47	**53**	60
23	34	**41**	47	33	**39**	45	40	**47**	54	45	**51**	57
22	32	**39**	45	31	**37**	43	38	**44**	51	43	**49**	55
21	30	**37**	43	29	**35**	41	36	**42**	49	41	**47**	53
20	29	**34**	41	27	**33**	39	34	**40**	47	39	**45**	51
19	27	**32**	39	26	**31**	37	32	**38**	44	37	**43**	49
18	25	**30**	37	24	**29**	35	30	**36**	42	35	**41**	47
17	23	**29**	34	22	**27**	33	28	**34**	40	34	**39**	45
16	21	**27**	32	20	**26**	31	26	**32**	38	32	**37**	43
15	20	**25**	30	19	**24**	29	24	**30**	36	30	**35**	41
14	18	**23**	29	17	**22**	27	22	**28**	34	27	**34**	39
13	17	**21**	27	15	**20**	26	20	**26**	32	25	**32**	37
12	15	**20**	25	14	**19**	24	18	**24**	30	22	**30**	35
11	13	**18**	23	12	**17**	22	17	**22**	28	20	**27**	34
10	12	**17**	21	10	**15**	20	15	**20**	26	17	**25**	32
9	10	**15**	20	9	**14**	19	13	**18**	24	15	**22**	30
8	9	**13**	18	7	**12**	17	11	**17**	22	12	**20**	27
7	7	**12**	17	5	**10**	15	9	**15**	20	10	**17**	25
6	6	**10**	15	3	**9**	14	7	**13**	18	7	**15**	22
5	4	**9**	13				5	**11**	17	5	**12**	20
4							2	**9**	15	3	**10**	17

Table 9

ACER Spelling Test **Norms (Continued)**

Year of School Norms, Form X, August, 1979, Victorian data

Raw score	Year 3			Year 4			Year 5			Year 6		
50	98	**100**	100	98	**100**	100	100	**100**	100	100	**100**	100
49	97	**100**	100	97	**100**	100	100	**100**	100	99	**100**	100
48	96	**99**	100	96	**99**	100	100	**100**	100	99	**100**	100
47	94	**98**	100	95	**98**	100	99	**100**	100	98	**100**	100
46	92	**97**	100	95	**97**	100	98	**100**	100	98	**99**	100
45	91	**96**	99	94	**96**	99	98	**100**	100	97	**99**	100
44	88	**94**	98	92	**95**	98	96	**99**	100	96	**98**	100
43	87	**92**	97	91	**95**	97	96	**98**	100	95	**98**	99
42	85	**91**	96	90	**94**	96	94	**98**	100	94	**97**	99
41	84	**88**	94	88	**92**	95	92	**96**	99	93	**96**	98
40	82	**87**	92	87	**91**	95	91	**96**	98	92	**95**	98
39	81	**85**	91	86	**90**	94	89	**94**	98	90	**94**	97
38	78	**84**	88	84	**88**	92	89	**92**	96	89	**93**	96
37	76	**82**	87	82	**87**	91	88	**91**	96	88	**92**	95
36	75	**81**	85	80	**86**	90	86	**89**	94	87	**90**	94
35	73	**78**	84	78	**84**	88	85	**89**	92	87	**89**	93
34	71	**76**	82	76	**82**	87	83	**88**	91	83	**88**	92
33	69	**75**	81	74	**80**	86	80	**86**	89	82	**87**	90
32	66	**73**	78	72	**78**	84	79	**85**	89	81	**86**	89
31	64	**71**	76	69	**76**	82	76	**83**	88	78	**83**	88
30	62	**69**	75	67	**74**	80	74	**80**	86	77	**82**	87
29	60	**66**	73	66	**72**	78	71	**79**	85	75	**81**	86
28	58	**64**	71	64	**69**	76	69	**76**	83	73	**78**	83
27	57	**62**	69	61	**67**	74	67	**74**	80	71	**77**	82
26	56	**60**	66	59	**66**	72	65	**71**	79	69	**75**	81
25	53	**58**	64	56	**64**	69	63	**69**	76	67	**73**	78
24	49	**57**	62	54	**61**	67	59	**67**	74	64	**71**	77
23	47	**56**	60	52	**59**	66	56	**65**	71	63	**69**	75
22	45	**53**	58	50	**56**	64	55	**63**	69	60	**67**	73
21	43	**49**	57	48	**54**	61	52	**59**	67	57	**64**	71
20	41	**47**	56	47	**52**	59	50	**56**	65	55	**63**	69
19	39	**45**	53	44	**50**	56	48	**55**	63	53	**60**	67
18	36	**43**	49	42	**48**	54	45	**52**	59	50	**57**	64
17	34	**41**	47	40	**47**	52	42	**50**	56	47	**55**	63
16	31	**39**	45	37	**44**	50	40	**48**	55	45	**53**	60
15	28	**36**	43	36	**42**	48	36	**45**	52	41	**50**	57
14	25	**34**	41	33	**40**	47	34	**42**	50	39	**47**	55
13	22	**31**	39	31	**37**	44	31	**40**	48	36	**45**	53
12	18	**28**	36	28	**36**	42	28	**36**	45	34	**41**	50
11	16	**25**	34	24	**33**	40	25	**34**	42	31	**39**	47
10	14	**22**	31	20	**31**	37	23	**31**	40	28	**36**	45
9	12	**18**	28	17	**28**	36	20	**28**	36	23	**34**	41
8	10	**16**	25	14	**24**	33	17	**25**	34	19	**31**	39
7	8	**14**	22	11	**20**	31	14	**23**	31	17	**28**	36
6	5	**12**	18	8	**17**	28	11	**20**	28	13	**23**	34
5	4	**10**	16	5	**14**	24	9	**17**	25	9	**19**	31
4	3	**8**	14	3	**11**	20	5	**14**	23	5	**17**	28
3		**5**	12		**8**	17		**11**	20		**13**	23
2		**4**	10		**5**	14		**9**	17		**9**	19
1		**3**	8		**3**	11		**5**	14		**5**	17

Table 9
ACER Spelling Test **Norms (Continued)**
Year of School Norms, Form X, November 1979, Victorian data

Raw score	Year 6		
50	100	**100**	100
49	100	**100**	100
48	99	**100**	100
47	98	**100**	100
46	97	**100**	100
45	96	**99**	100
44	94	**98**	100
43	92	**97**	100
42	90	**96**	99
41	88	**94**	98
40	86	**92**	97
39	85	**90**	96
38	82	**88**	94
37	79	**86**	92
36	78	**85**	90
35	74	**82**	88
34	71	**79**	86
33	69	**78**	85
32	66	**74**	82
31	63	**71**	79
30	61	**69**	78
29	58	**66**	74
28	56	**63**	71
27	53	**61**	69
26	51	**58**	66
25	49	**56**	63
24	46	**53**	61
23	43	**51**	58
22	39	**49**	56
21	36	**46**	53
20	34	**43**	51
19	32	**39**	49
18	30	**36**	46
17	27	**34**	43
16	25	**32**	39
15	23	**30**	36
14	21	**27**	34
13	18	**25**	32
12	15	**23**	30
11	13	**21**	27
10	11	**18**	25
9	10	**15**	23
8	8	**13**	21
7	6	**11**	18
6	4	**10**	15
5	3	**8**	13
4	2	**6**	11
3		**4**	10
2		**3**	8
1		**2**	6

Table 9

***ACER Spelling Test* Norms (Percentile ranks and ranges) (Continued)**

Year of School Norms, Form Y, April 1975, NSW data

	Year 4			Year 5			Year 6		
Raw score	Lower limit	Percentile rank	Upper limit	Lower limit	Percentile rank	Upper limit	Lower limit	Percentile rank	Upper limit
50	98	**100**	100	100	**100**	100	99	**100**	100
49	97	**100**	100	100	**100**	100	99	**100**	100
48	95	**99**	100	99	**100**	100	99	**99**	100
47	93	**98**	100	99	**100**	100	98	**99**	100
46	91	**97**	100	98	**100**	100	98	**99**	100
45	89	**95**	99	98	**99**	100	97	**98**	99
44	87	**93**	98	97	**99**	100	96	**98**	99
43	85	**91**	97	96	**98**	100	95	**97**	99
42	83	**89**	95	95	**98**	99	94	**97**	98
41	80	**87**	93	94	**97**	99	93	**96**	98
40	78	**85**	91	92	**96**	98	91	**95**	97
39	76	**83**	89	90	**95**	98	90	**94**	97
38	74	**80**	87	88	**94**	97	89	**93**	96
37	72	**78**	85	86	**92**	96	87	**91**	95
36	69	**76**	83	84	**90**	95	86	**90**	94
35	67	**74**	80	82	**88**	94	84	**89**	93
34	65	**72**	78	80	**86**	92	82	**87**	91
33	63	**69**	76	79	**84**	90	81	**86**	90
32	61	**67**	74	76	**82**	88	79	**84**	89
31	59	**65**	72	74	**80**	86	77	**82**	87
30	57	**63**	69	72	**79**	84	75	**81**	86
29	55	**61**	67	69	**76**	82	74	**79**	84
28	53	**59**	65	67	**74**	80	72	**77**	82
27	51	**57**	63	65	**72**	79	70	**75**	81
26	50	**55**	61	62	**69**	76	68	**74**	79
25	48	**53**	59	60	**67**	74	65	**72**	77
24	47	**51**	57	57	**65**	72	63	**70**	75
23	45	**50**	55	55	**62**	69	60	**68**	74
22	43	**48**	53	52	**60**	67	58	**65**	72
21	41	**47**	51	49	**57**	65	56	**63**	70
20	40	**45**	50	46	**55**	62	53	**60**	68
19	38	**43**	48	43	**52**	60	51	**58**	65
18	36	**41**	47	41	**49**	57	48	**56**	63
17	34	**40**	45	39	**46**	55	46	**53**	60
16	32	**38**	43	36	**43**	52	43	**51**	58
15	31	**36**	41	34	**41**	49	41	**48**	56
14	29	**34**	40	31	**39**	46	39	**46**	53
13	26	**32**	38	28	**36**	43	36	**43**	51
12	24	**31**	36	25	**34**	41	33	**41**	48
11	22	**29**	34	23	**31**	39	30	**39**	46
10	19	**26**	32	20	**28**	36	27	**36**	43
9	17	**24**	31	17	**25**	34	23	**33**	41
8	14	**22**	29	15	**23**	31	20	**30**	39
7	12	**19**	26	12	**20**	28	17	**27**	36
6	9	**17**	24	10	**17**	25	13	**23**	33
5	7	**14**	22	9	**15**	23	10	**20**	30
4	5	**12**	19	6	**12**	20	7	**17**	27
3	1	**9**	17	4	**10**	17	3	**13**	23

Table 9

***ACER Spelling Test* Norms (Percentile ranks and ranges) (Continued)**

Year of School Norms, Form Y, October 1975, NSW data

	Year 3			Year 4			Year 5			Year 6		
Raw score	Lower limit	Percentile rank	Upper limit	Lower limit	Percentile rank	Upper limit	Lower limit	Percentile rank	Upper limit	Lower limit	Percentile rank	Upper limit
50	91	**100**	100	93	**100**	100	99	**100**	100	99	**100**	100
49	88	**97**	100	90	**98**	100	98	**100**	100	98	**100**	100
48	85	**94**	100	87	**96**	100	96	**100**	100	97	**100**	100
47	82	**91**	100	85	**93**	100	94	**99**	100	95	**99**	100
46	79	**88**	97	82	**90**	98	92	**98**	100	94	**98**	100
45	76	**85**	94	80	**87**	96	90	**96**	100	92	**97**	100
44	73	**82**	91	77	**85**	93	87	**94**	99	91	**95**	99
43	71	**79**	88	74	**82**	90	85	**92**	98	89	**94**	98
42	68	**76**	85	72	**80**	87	83	**90**	96	88	**92**	97
41	65	**73**	82	69	**77**	85	81	**87**	94	86	**91**	95
40	62	**71**	79	66	**74**	82	79	**85**	92	84	**89**	94
39	59	**68**	76	63	**72**	80	76	**83**	90	82	**88**	92
38	57	**65**	73	61	**69**	77	74	**81**	87	80	**86**	91
37	55	**62**	71	59	**66**	74	72	**79**	85	78	**84**	89
36	52	**59**	68	56	**63**	72	70	**76**	83	75	**82**	88
35	49	**57**	65	53	**61**	69	68	**74**	81	73	**80**	86
34	47	**55**	62	51	**59**	66	66	**72**	79	71	**78**	84
33	44	**52**	59	49	**56**	63	63	**70**	76	68	**75**	82
32	42	**49**	57	47	**53**	61	61	**68**	74	66	**73**	80
31	40	**47**	55	45	**51**	59	58	**66**	72	64	**71**	78
30	38	**44**	52	43	**49**	56	56	**63**	70	62	**68**	75
29	36	**42**	49	41	**47**	53	54	**61**	68	60	**66**	73
28	34	**40**	47	39	**45**	51	52	**58**	66	57	**64**	71
27	32	**38**	44	37	**43**	49	50	**56**	63	54	**62**	68
26	30	**36**	42	35	**41**	47	48	**54**	61	52	**60**	66
25	28	**34**	40	33	**39**	45	46	**52**	58	50	**57**	64
24	26	**32**	38	32	**37**	43	43	**50**	56	48	**54**	62
23	24	**30**	36	30	**35**	41	41	**48**	54	45	**52**	60
22	22	**28**	34	28	**33**	39	39	**46**	52	43	**50**	57
21	20	**26**	32	26	**32**	37	37	**43**	50	41	**48**	54
20	19	**24**	30	25	**30**	35	34	**41**	48	38	**45**	52
19	17	**22**	28	23	**28**	33	32	**39**	46	36	**43**	50
18	15	**20**	26	22	**26**	32	30	**37**	43	34	**41**	48
17	13	**19**	24	20	**25**	30	28	**34**	41	32	**38**	45
16	11	**17**	22	19	**23**	28	26	**32**	39	30	**36**	43
15	10	**15**	20	17	**22**	26	24	**30**	37	28	**34**	41
14	8	**13**	19	16	**20**	25	22	**28**	34	26	**32**	38
13	7	**11**	17	14	**19**	23	20	**26**	32	24	**30**	36
12	6	**10**	15	13	**17**	22	18	**24**	30	22	**28**	34
11	5	**8**	13	11	**16**	20	17	**22**	28	20	**26**	32
10	4	**7**	11	10	**14**	19	15	**20**	26	18	**24**	30
9	3	**6**	10	8	**13**	17	13	**18**	24	16	**22**	28
8	2	**5**	8	7	**11**	16	11	**17**	22	14	**20**	26
7	2	**4**	7	5	**10**	14	10	**15**	20	11	**18**	24
6				3	**8**	13	8	**13**	18	9	**16**	22
5							6	**11**	17	7	**14**	20
4							4	**10**	15	5	**11**	18

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ACER SPELLING TEST YEARS 3-6

Error Type:	Symbol
Conforms to spelling precedent (include homophones) e.g. Hear (here)	C
Doesn't conform to spelling precedent e.g. Payst (paste)	NC
Perseveration e.g. Wedenesday (Wednesday)	P
Auditory Discrimination e.g. Comink (coming)	A
Unclassifiable Error	U

Year 3 Form X

Start

1	**butter**	She likes to eat bread and **butter**.	**butter**
2	**two**	She could not count past **two**.	**two**
3	**myself**	I did it all **myself**.	**myself**
4	**coming**	When is he **coming** to visit us?	**coming**
5	**would**	They **would** like to see your painting.	**would**
6	**here**	He is **here** with me.	**here**
7	**buses**	The three school **buses** arrived early.	**buses**
8	**corner**	Our house is on a **corner**.	**corner**
9	**front**	She stood in **front** of her sister.	**front**
10	**dirty**	The floor was very **dirty** yesterday.	**dirty**
11	**game**	The players enjoyed their **game** today.	**game**
12	**fight**	Who won the **fight** yesterday?	**fight**
13	**fence**	The dog jumped over the **fence**.	**fence**
14	**great**	It is a **great** distance from Sydney to London.	**great**
15	**wrote**	I **wrote** to you yesterday.	**wrote**
16	**nurse**	Is the **nurse** at the hospital?	**nurse**
17	**altogether**	They were out for six hours **altogether**.	**altogether**
18	**knot**	Can you make a firm **knot** in this rope?	**knot**
19	**engine**	He was given a toy **engine** yesterday.	**engine**
20	**lose**	When did you **lose** your watch?	**lose**
21	**yard**	Children played in the **yard**.	**yard**
22	**tiny**	It was only a very **tiny** scratch.	**tiny**
23	**babies**	The **babies** did not cry much.	**babies**
24	**fool**	The **fool** did not look where he was going.	**fool**
25	**strange**	She found it a **strange** game to play.	**strange**

continued over

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26	**cable**	The telephone **cable** was laid underground.	**cable**
27	**picture**	He made a frame for the **picture**.	**picture**
28	**wives**	The **wives** of the fishermen waited on the shore.	**wives**
29	**trouble**	He always seemed to be in **trouble**.	**trouble**
30	**afterwards**	Return it to me **afterwards** please.	**afterwards**
31	**June**	Her birthday is on the 20th of **June**.	**June**
32	**partly**	We have **partly** finished the job.	**partly**
33	**own**	This is all my **own** work.	**own**
34	**enjoy**	Did you **enjoy** the music?	**enjoy**
35	**coast**	We drove around the **coast** yesterday.	**coast**
36	**rough**	The sea was very **rough** yesterday.	**rough**
37	**dried**	The clothes **dried** quickly in the sun.	**dried**
38	**bridge**	A **bridge** was built across the river.	**bridge**
39	**Christmas**	**Christmas** comes but once a year.	**Christmas**
40	**aren't**	They **aren't** allowed to go there.	**aren't**
41	**read**	Have you **read** a story to-day?	**read**
42	**boxes**	The bananas were packed into **boxes**.	**boxes**
43	**fairy**	She saw a **fairy** in her picture book.	**fairy**
44	**earth**	The sun shone on the **earth**.	**earth**
45	**friends**	Her **friends** planned a surprise party.	**friends**
46	**bought**	Father **bought** ice-creams for all of us.	**bought**
47	**Wednesday**	His birthday is on **Wednesday**.	**Wednesday**
48	**paste**	We had fish **paste** in our sandwiches.	**paste**
49	**though**	**Though** he was warned, he did it.	**though**
50	**allow**	Will they **allow** you to do it?	**allow**

End of test

ACER SPELLING TEST YEARS 3-6

Error Type:	Symbol
Conforms to spelling precedent (include homophones) e.g. Hear (here)	C
Doesn't conform to spelling precedent e.g. Payst (paste)	NC
Perseveration e.g. Wedenesday (Wednesday)	P
Auditory Discrimination e.g. Comink (coming)	A
Unclassifiable Error	U

ACER SPELLING TEST YEARS 3-6

Error Type:	Symbol
Conforms to spelling precedent (include homophones) e.g. Hear (here)	C
Doesn't conform to spelling precedent e.g. Payst (paste)	NC
Perseveration e.g. Wedenesday (Wednesday)	P
Auditory Discrimination e.g. Comink (coming)	A
Unclassifiable Error	U

Year 3 Form Y

Start

1	**clock**	This **clock** has stopped ticking.	**clock**
2	**about**	Did you hear **about** the fire?	**about**
3	**street**	Look both ways before crossing this **street**.	**street**
4	**new**	This is my **new** exercise book.	**new**
5	**could**	We **could** learn to do it.	**could**
6	**were**	Where **were** you yesterday morning?	**were**
7	**cream**	She skimmed the **cream** off the milk.	**cream**
8	**hear**	Did you **hear** the news on the radio?	**hear**
9	**pretty**	It was a **pretty** bunch of flowers.	**pretty**
10	**their**	It is **their** turn to sing now.	**their**
11	**buy**	Where did he **buy** that toy?	**buy**
12	**able**	She was not **able** to run far.	**able**
13	**know**	I did not **know** he was sick.	**know**
14	**change**	Can you **change** a $ 1 note?	**change**
15	**maid**	They had a **maid** to do the housework.	**maid**
16	**sticky**	The toffee was a **sticky** mess.	**sticky**
17	**can't**	We **can't** go to the picnic after all.	**can't**
18	**enough**	Have you had **enough** to eat?	**enough**
19	**giant**	He looked tiny beside the **giant**.	**giant**
20	**gain**	He did not **gain** one run in the match.	**gain**
21	**Sunday**	They went to church on **Sunday**.	**Sunday**
22	**branch**	A **branch** of the tree broke off.	**branch**
23	**always**	The sun **always** rises in the east.	**always**
24	**tour**	He went on a **tour** to see the city sights.	**tour**
25	**friendly**	He has a **friendly** little dog.	**friendly**

continued over

TM 820 c30 (6 of 12)

26	**frame**	She bought a **frame** for her picture.	**frame**
27	**blew**	He **blew** on his pie to cool it.	**blew**
28	**hospital**	An ambulance rushed to the **hospital**.	**hospital**
29	**Easter**	They visited us last **Easter**.	**Easter**
30	**wolves**	The **wolves** howled in the forest.	**wolves**
31	**found**	The lost dog was **found**.	**found**
32	**danger**	His life was in **danger**.	**danger**
33	**getting**	Is she **getting** it for you?	**getting**
34	**until**	Stay there **until** we return.	**until**
35	**cheese**	He asked for a **cheese** sandwich.	**cheese**
36	**cried**	The baby **cried** loudly.	**cried**
37	**noise**	The **noise** disturbed her reading.	**noise**
38	**witch**	He drew a **witch** and a fairy.	**witch**
39	**bare**	Our fruit tree was **bare** all winter.	**bare**
40	**piece**	She cut a **piece** of cake.	**piece**
41	**once**	Try it just **once** more.	**once**
42	**bright**	The sun was very **bright** this morning.	**bright**
43	**plate**	Did you wash and dry your own **plate**?	**plate**
44	**leave**	Where did you **leave** your hat?	**leave**
45	**fruit**	Mother gave him **fruit** to eat.	**fruit**
46	**December**	He was born in **December**.	**December**
47	**music**	He did not like the **music**.	**music**
48	**truth**	They did not tell the **truth** about it.	**truth**
49	**spread**	The butter was **spread** thickly.	**spread**
50	**equal**	Our marks are **equal**.	**equal**

End of test

ACER SPELLING TEST YEARS 3-6

Error Type:	Symbol
Conforms to spelling precedent (include homophones) e.g. Hear (here)	C
Doesn't conform to spelling precedent e.g. Payst (paste)	NC
Perseveration e.g. Wedenesday (Wednesday)	P
Auditory Discrimination e.g. Comink (coming)	A
Unclassifiable Error	U

ACER SPELLING TEST YEARS 3-6

Error Type:	Symbol
Conforms to spelling precedent (include homophones) e.g. Hear (here)	C
Doesn't conform to spelling precedent e.g. Payst (paste)	NC
Perseveration e.g. Wedenesday (Wednesday)	P
Auditory Discrimination e.g. Comink (coming)	A
Unclassifiable Error	U

Year 4 Form X

Start

1	**front**	She stood in **front** of her sister.	**front**
2	**boxes**	The bananas were packed into **boxes**.	**boxes**
3	**here**	He is **here** with me.	**here**
4	**babies**	The **babies** did not cry much.	**babies**
5	**friends**	Her **friends** planned a surprise party.	**friends**
6	**Wednesday**	His birthday is on **Wednesday**.	**Wednesday**
7	**trouble**	He always seemed to be in **trouble**.	**trouble**
8	**wives**	The **wives** of the fishermen waited on the shore.	**wives**
9	**though**	Even **though** warned, he did it.	**though**
10	**lose**	When did you **lose** your watch?	**lose**
11	**already**	It is **already** time to go home.	**already**
12	**spoil**	The rain will **spoil** the flowers.	**spoil**
13	**crush**	A machine was used to **crush** the stone.	**crush**
14	**peace**	Let us have some **peace** and quiet for a while.	**peace**
15	**break**	**Break** that stick in two.	**break**
16	**folk**	You should be kind to the old **folk**.	**folk**
17	**entrance**	She stopped at the **entrance** to the house.	**entrance**
18	**social**	We often watch TV during the **social** studies period.	**social**
19	**claim**	Did someone **claim** the suitcase I found?	**claim**
20	**division**	I will supervise the **division** of these apples.	**division**
21	**narrow**	There was a **narrow** path through the forest.	**narrow**
22	**aloud**	He cried **aloud** in fear when he saw the lion.	**aloud**
23	**daughter**	He wished his **daughter** to marry a prince.	**daughter**
24	**valley**	The village was down in the **valley**.	**valley**
25	**exchange**	He wished to **exchange** comics with Michael.	**exchange**

continued over

26	**straight**	The bird flew as **straight** as an arrow.	**straight**
27	**halves**	He ate both **halves** of the orange.	**halves**
28	**doesn't**	This hat **doesn't** match the frock very well.	**doesn't**
29	**barrier**	The porter would not let us through the station **barrier**.	**barrier**
30	**course**	Of **course** you will come with us.	**course**
31	**bound**	The scientists were **bound** for the Antarctic.	**bound**
32	**steady**	The rider tried to **steady** his jumpy horse.	**steady**
33	**ugly**	Cinderella had two **ugly** sisters.	**ugly**
34	**poem**	Read me that **poem** about the flowers.	**poem**
35	**attack**	The islanders were frightened of **attack** from the air.	**attack**
36	**electric**	Have you an **electric** fan in your home?	**electric**
37	**direction**	In which **direction** are we travelling?	**direction**
38	**parcel**	The postman brought me a **parcel** on my birthday.	**parcel**
39	**keel**	The **keel** of the boat was broken.	**keel**
40	**pianos**	They played a duet on the **pianos**.	**pianos**
41	**total**	The **total** number of children was fourteen.	**total**
42	**knight**	The **knight** slew the dragon with his sword.	**knight**
43	**check**	**Check** your work to see that it is correct.	**check**
44	**verse**	Let us sing the second **verse** of this song.	**verse**
45	**idea**	His **idea** is not very helpful.	**idea**
46	**enemy**	An animal learns to hide from its **enemy**.	**enemy**
47	**cruel**	The eagle is a very **cruel** bird.	**cruel**
48	**collar**	The **collar** on your shirt is dirty.	**collar**
49	**happiness**	The doll brought the girl much **happiness**.	**happiness**
50	**multiplication**	**Multiplication** is easy.	**multiplication**

End of test

ACER SPELLING TEST YEARS 3-6

Error Type:	Symbol
Conforms to spelling precedent (include homophones) e.g. Hear (here)	C
Doesn't conform to spelling precedent e.g. Payst (paste)	NC
Perseveration e.g. Wedenesday (Wednesday)	P
Auditory Discrimination e.g. Comink (coming)	A
Unclassifiable Error	U

ACER SPELLING TEST YEARS 3-6

Error Type:	Symbol
Conforms to spelling precedent (include homophones) e.g. Hear (here)	C
Doesn't conform to spelling precedent e.g. Payst (paste)	NC
Perseveration e.g. Wedenesday (Wednesday)	P
Auditory Discrimination e.g. Comink (coming)	A
Unclassifiable Error	U

Year 4 Form Y

Start

1	**know**	I did not **know** he was sick.	**know**
2	**were**	Where **were** you yesterday morning?	**were**
3	**until**	Stay there **until** we return.	**until**
4	**fruit**	Mother gave him **fruit** to eat.	**fruit**
5	**December**	He was born in **December**.	**December**
6	**cried**	The baby **cried** loudly.	**cried**
7	**hospital**	The ambulance rushed to the **hospital**.	**hospital**
8	**their**	It is **their** turn to sing now.	**their**
9	**piece**	She cut a **piece** of cake.	**piece**
10	**equal**	Our marks are **equal**.	**equal**
11	**beautiful**	What a **beautiful** flower that is!	**beautiful**
12	**public**	There was a **public** meeting in the hall.	**public**
13	**object**	He saw that the **object** on the floor was a pencil.	**object**
14	**board**	Nail this **board** to the fence.	**board**
15	**pupil**	Each **pupil** was given a book.	**pupil**
16	**male**	He was the only **male** in the play.	**male**
17	**freeze**	Put the ice-cream in the refrigerator and **freeze** it.	**freeze**
18	**pounced**	The cat **pounced** on the mouse.	**pounced**
19	**diamond**	A **diamond** is a precious stone.	**diamond**
20	**vegetable**	Cabbage is a green **vegetable**.	**vegetable**
21	**question**	Answer my **question** at once!	**question**
22	**mountains**	The **mountains** are covered with snow.	**mountains**
23	**mighty**	The **mighty** elephant crashed his way through the jungle.	**mighty**
24	**whole**	The boy ate the **whole** apple.	**whole**
25	**cough**	The child had a very nasty **cough**.	**cough**

continued over

26	**crafty**	The fox is sly and **crafty**.	**crafty**
27	**view**	They looked out on the beautiful **view** below.	**view**
28	**moist**	The lawn is **moist** with dew.	**moist**
29	**pleasant**	What a **pleasant** day we had at the picnic.	**pleasant**
30	**arrange**	Let us **arrange** to meet again next week.	**arrange**
31	**load**	The truck carried a heavy **load**.	**load**
32	**pair**	Put on a clean **pair** of socks.	**pair**
33	**saddle**	The cowboy sprang into his **saddle**.	**saddle**
34	**thread**	Please **thread** this needle for me.	**thread**
35	**fancy**	The children went to a **fancy** dress party.	**fancy**
36	**bore**	Can you **bore** a hole through this wood?	**bore**
37	**tomato**	She sliced up a **tomato** for the salad.	**tomato**
38	**weigh**	How much do you **weigh**?	**weigh**
39	**meant**	I **meant** to buy some biscuits from the grocer.	**meant**
40	**geography**	I left my **geography** book in my desk.	**geography**
41	**shadow**	You can see your **shadow** when the sun shines.	**shadow**
42	**animal**	The dog is a faithful **animal**.	**animal**
43	**foolish**	The **foolish** boy ran across the busy road.	**foolish**
44	**control**	The boy found it hard to **control** his dog.	**control**
45	**double**	You may have a **double** helping of ice-cream.	**double**
46	**poetry**	We read the book of **poetry** in class.	**poetry**
47	**eager**	He was **eager** to work hard and win the prize.	**eager**
48	**ruin**	Spilt ink will **ruin** the tablecloth.	**ruin**
49	**weren't**	The boys **weren't** allowed to go to the circus.	**weren't**
50	**addition**	**Addition** of money is easy.	**addition**

End of test

ACER SPELLING TEST YEARS 3-6

Error Type:	Symbol
Conforms to spelling precedent (include homophones) e.g. Hear (here)	C
Doesn't conform to spelling precedent e.g. Payst (paste)	NC
Perseveration e.g. Wedenesday (Wednesday)	P
Auditory Discrimination e.g. Comink (coming)	A
Unclassifiable Error	U

ACER SPELLING TEST YEARS 3-6

Error Type:	Symbol
Conforms to spelling precedent (include homophones) e.g. Hear (here)	C
Doesn't conform to spelling precedent e.g. Payst (paste)	NC
Perseveration e.g. Wedenesday (Wednesday)	P
Auditory Discrimination e.g. Comink (coming)	A
Unclassifiable Error	U

Year 5 Form X

Start

1	**steady**	The rider tried to **steady** his jumpy horse.	**steady**
2	**friends**	Her **friends** planned a surprise party.	**friends**
3	**wives**	The **wives** of the fishermen waited on the shore.	**wives**
4	**aloud**	He cried **aloud** in fear when he saw the lion.	**aloud**
5	**barrier**	The porter would not let us through the station **barrier**.	**barrier**
6	**break**	**Break** that stick in two.	**break**
7	**happiness**	The doll brought the girl much **happiness**.	**happiness**
8	**lose**	When did you **lose** your watch?	**lose**
9	**course**	Of **course** you will come with us.	**course**
10	**multiplication**	**Multiplication** is easy.	**multiplication**
11	**visitor**	We had a **visitor** to our house on Tuesday.	**visitor**
12	**unit**	The number 21 consists of one **unit** and two tens.	**unit**
13	**dodge**	Small cars can **dodge** in and out of traffic.	**dodge**
14	**pause**	There was a **pause** in the conversation.	**pause**
15	**type**	I like a soothing **type** of music.	**type**
16	**current**	The swirling **current** dragged him under.	**current**
17	**obedient**	You should be **obedient** to your parents.	**obedient**
18	**avoiding**	He ran across the road, just **avoiding** a car.	**avoiding**
19	**cereal**	Do you have **cereal** for breakfast?	**cereal**
20	**cylinder**	Roll up this paper and make a **cylinder**.	**cylinder**
21	**famous**	The thieves stole a **famous** painting.	**famous**
22	**desert**	The camel is called the ship of the **desert**.	**desert**
23	**bough**	When the **bough** of the tree broke, the boy fell to the ground.	**bough**
24	**unknown**	The author of this book is **unknown**.	**unknown**
25	**busiest**	Christmas is the **busiest** time of the year in most shops.	**busiest**

continued over

TM 820 030 (9 of 12)

26	**rural**	I spent my holiday at a small **rural** village.	**rural**
27	**reins**	Lead this horse by the **reins**.	**reins**
28	**photos**	The girl took some **photos** with her camera.	**photos**
29	**irrigate**	They must **irrigate** the barren land.	**irrigate**
30	**undoubtedly**	It is **undoubtedly** much warmer today.	**undoubtedly**
31	**retire**	I shall **retire** to my room early.	**retire**
32	**crouch**	The lion would **crouch** ready to spring.	**crouch**
33	**kennel**	The dog is asleep in his **kennel**.	**kennel**
34	**appeal**	They made an **appeal** for eggs for the hospital.	**appeal**
35	**height**	The plane was flying at a **height** of 2000 metres.	**height**
36	**autumn**	The leaves fall from some trees in **autumn**.	**autumn**
37	**bury**	The dog will **bury** his bone.	**bury**
38	**squeeze**	I will **squeeze** an orange for its juice.	**squeeze**
39	**punctual**	You must be **punctual** or you will be punished.	**punctual**
40	**obstacle**	There was a large **obstacle** holding up the traffic.	**obstacle**
41	**rectangle**	Draw a **rectangle** and a circle.	**rectangle**
42	**advantage**	It is an **advantage** to make an early start.	**advantage**
43	**athletic**	The thin boy was very **athletic**.	**athletic**
44	**equator**	We crossed the **equator** when we went to America.	**equator**
45	**shield**	My umbrella will **shield** me from the rain.	**shield**
46	**exercise**	Write your name on your **exercise** book.	**exercise**
47	**shaft**	The arrow was buried up to its **shaft** in the tree.	**shaft**
48	**description**	They broadcast a **description** of the Test cricket.	**description**
49	**jubilee**	The people celebrated their city's **jubilee**.	**jubilee**
50	**equipped**	The diver was **equipped** with breathing apparatus.	**equipped**

End of test

ACER SPELLING TEST YEARS 3-6

Error Type:	Symbol
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Doesn't conform to spelling precedent e.g. Payst (paste)	NC
Perseveration e.g. Wedenesday (Wednesday)	P
Auditory Discrimination e.g. Comink (coming)	A
Unclassifiable Error	U

ACER SPELLING TEST YEARS 3-6

Error Type:	Symbol
Conforms to spelling precedent (include homophones) e.g. Hear (here)	C
Doesn't conform to spelling precedent e.g. Payst (paste)	NC
Perseveration e.g. Wedenesday (Wednesday)	P
Auditory Discrimination e.g. Comink (coming)	A
Unclassifiable Error	U

Year 5 Form Y

Start

1	**until**	Stay there **until** we return.	**until**
2	**board**	Nail this **board** to the fence.	**board**
3	**male**	He was the only **male** in the play.	**male**
4	**double**	You may have a **double** helping of ice-cream.	**double**
5	**piece**	She cut a **piece** of cake.	**piece**
6	**equal**	Our marks are **equal**.	**equal**
7	**moist**	The lawn is **moist** with dew.	**moist**
8	**meant**	I **meant** to buy some biscuits from the grocer.	**meant**
9	**view**	They looked out onto the beautiful **view** below.	**view**
10	**geography**	I left my **geography** book in my desk.	**geography**
11	**empire**	Hundreds of years ago the Roman **empire** was very strong.	**empire**
12	**plough**	The farmer will **plough** that paddock.	**plough**
13	**funniest**	That was the **funniest** film I have ever seen.	**funniest**
14	**delayed**	The train was **delayed** half an hour.	**delayed**
15	**really**	She **really** did not like to leave her mother.	**really**
16	**growth**	The **growth** of that plant is very rapid.	**growth**
17	**hoarse**	You seem to have a **hoarse** throat.	**hoarse**
18	**ordinary**	I bought an **ordinary** type of handbag.	**ordinary**
19	**article**	This **article** is too heavy to post.	**article**
20	**definition**	Give me the **definition** of this work.	**definition**
21	**towel**	He wrapped his swimming costume in a **towel**.	**towel**
22	**guide**	They had a **guide** to lead them.	**guide**
23	**eighth**	He has just had his **eighth** birthday.	**eighth**
24	**easily**	You could do that work **easily**.	**easily**
25	**thieves**	**Thieves** stole all their valuables.	**thieves**

continued over

TM 820 030 (10 of 12)

26	**bombing**	The pilots practised **bombing** a target.	**bombing**
27	**invitation**	I have my **invitation** to the party.	**invitation**
28	**carriage**	The **carriage** was drawn by two black horses.	**carriage**
29	**glacier**	We could see the **glacier** from the top of the mountain.	**glacier**
30	**correspondence**	He ceased **correspondence** with his pen-friend.	**correspondence**
31	**regular**	Trains run to a **regular** time table.	**regular**
32	**area**	The building covered a large **area**.	**area**
33	**excuse**	The teacher said she would **excuse** him for being late.	**excuse**
34	**knowledge**	Have you a good general **knowledge**?	**knowledge**
35	**plural**	'Men' is the **plural** of 'man'.	**plural**
36	**haul**	The fisherman will now **haul** in the nets.	**haul**
37	**approach**	It was not safe to **approach** the hole.	**approach**
38	**vein**	He accidentally cut the **vein** in his arm.	**vein**
39	**certificate**	He received a **certificate** when he could swim.	**certificate**
40	**hygiene**	**Hygiene** is necessary for good health.	**hygiene**
41	**powerless**	I was **powerless** to stop the accident.	**powerless**
42	**atomic**	The scientists are studying **atomic** power.	**atomic**
43	**waist**	He fastened a belt around his **waist**.	**waist**
44	**plunge**	He did not want to **plunge** into the cold water.	**plunge**
45	**describe**	**Describe** your new car to me.	**describe**
46	**carpentry**	Do you want to learn **carpentry**?	**carpentry**
47	**currant**	Mother made a **currant** cake.	**currant**
48	**celebrate**	Today I **celebrate** my birthday.	**celebrate**
49	**labelled**	Is that parcel correctly **labelled**?	**labelled**
50	**pores**	You have thousands of **pores** in your skin.	**pores**

End of test

ACER SPELLING TEST YEARS 3-6

Error Type:	Symbol
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Perseveration e.g. Wedenesday (Wednesday)	P
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ACER SPELLING TEST YEARS 3-6

Error Type:	Symbol
Conforms to spelling precedent (include homophones) e.g. Hear (here)	C
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Auditory Discrimination e.g. Comink (coming)	A
Unclassifiable Error	U

Year 6 Form Y

Start

1	**moist**	The lawn is **moist** with dew.	**moist**
2	**piece**	She cut a **piece** of cake.	**piece**
3	**eighth**	He has just had his **eighth** birthday.	**eighth**
4	**growth**	The **growth** of that plant is very rapid.	**growth**
5	**carriage**	The **carriage** was drawn by two black horses.	**carriage**
6	**haul**	The fisherman will now **haul** in the nets.	**haul**
7	**invitation**	I have my **invitation** to the party.	**invitation**
8	**meant**	I **meant** to buy some biscuits from the grocer.	**meant**
9	**correspondence**	He ceased **correspondence** with his pen-friend.	**correspondence**
10	**hygiene**	**Hygiene** is necessary for good health.	**hygiene**
11	**guilty**	Do you think the boy is **guilty** of stealing it?	**guilty**
12	**pioneer**	Her great grandfather helped **pioneer** the country.	**pioneer**
13	**responsible**	Who was **responsible** for the damage?	**responsible**
14	**whether**	I cannot decide **whether** to go or stay.	**whether**
15	**secure**	Loop the rope over the post to **secure** the boat.	**secure**
16	**deceive**	Do not **deceive** your friend by telling him lies.	**deceive**
17	**they're**	**They're** all going to the zoo this afternoon.	**they're**
18	**peculiar**	What makes the platypus such a **peculiar** animal?	**peculiar**
19	**tragedy**	The hurricane created much **tragedy** there last year.	**tragedy**
20	**enthusiasm**	He applauded with great **enthusiasm**.	**enthusiasm**
21	**cycle**	The champion is ready to **cycle** around the track.	**cycle**
22	**attraction**	Bright colours have a strong **attraction** for me.	**attraction**
23	**principal**	Who is the **principal** character in the film?	**principal**
24	**audience**	The violinist bowed to his **audience**.	**audience**
25	**occupied**	The house that was empty is now **occupied**.	**occupied**

continued over

26	**innocent**	He was **innocent** of the crime.	**innocent**
27	**source**	On your map, trace this river from its **source**.	**source**
28	**original**	This is an **original** painting.	**original**
29	**literature**	The class was studying English **literature**.	**literature**
30	**aerial**	The planes are giving an **aerial** display.	**aerial**
31	**steak**	We had **steak** and onions for our dinner.	**steak**
32	**numerals**	Have you Roman **numerals** on your watch?	**numerals**
33	**biscuit**	Do you care for a chocolate **biscuit**?	**biscuit**
34	**fierce**	Beware of that **fierce** dog.	**fierce**
35	**radius**	The **radius** of the circle was two metres.	**radius**
36	**accurate**	You must be **accurate** in your arithmetic.	**accurate**
37	**sympathy**	She showed **sympathy** for the injured child.	**sympathy**
38	**condemn**	We cannot **condemn** him without proof.	**condemn**
39	**approximate**	Give an **approximate** estimation of the height of the balloon.	**approximate**
40	**catalogue**	I ordered my roses from the **catalogue**.	**catalogue**
41	**disobey**	The dog must be taught not to **disobey** his master.	**disobey**
42	**volcanoes**	Some **volcanoes** erupt from time to time.	**volcanoes**
43	**tidying**	She spent an hour **tidying** her bedroom.	**tidying**
44	**extreme**	Penguins can survive the **extreme** cold of the Antarctic.	**extreme**
45	**suffix**	A **suffix** was added to the word.	**suffix**
46	**occasion**	A birthday is a very special **occasion**.	**occasion**
47	**foreign**	Do you collect **foreign** stamps?	**foreign**
48	**sufficient**	Have you **sufficient** wool to finish your knitting?	**sufficient**
49	**rhyme**	The child recited a nursery **rhyme**.	**rhyme**
50	**guarantee**	Did you get a **guarantee** with your watch?	**guarantee**

End of test

ACER SPELLING TEST YEARS 3-6

Error Type:	Symbol
Conforms to spelling precedent (include homophones) e.g. Hear (here)	C
Doesn't conform to spelling precedent e.g. Payst (paste)	NC
Perseveration e.g. Wedenesday (Wednesday)	P
Auditory Discrimination e.g. Comink (coming)	A
Unclassifiable Error	U

ACER SPELLING TEST YEARS 3-6

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Year 6 Form X

Start

1	**rectangle**	Draw a **rectangle** and a circle.	**rectangle**
2	**dodge**	Small cars can **dodge** in and out of traffic.	**dodge**
3	**pause**	There was a **pause** in the conversation.	**pause**
4	**aloud**	He cried **aloud** in fear when he saw the lion.	**aloud**
5	**barrier**	The porter would not let us through the station **barrier**.	**barrier**
6	**height**	The plane was flying at a **height** of 2000 metres.	**height**
7	**lose**	When did you **lose** your watch?	**lose**
8	**obedient**	You should be **obedient** to your parents.	**obedient**
9	**description**	They broadcast a **description** of the Test cricket.	**description**
10	**equipped**	The diver was **equipped** with a breathing apparatus.	**equipped**
11	**circular**	He cut the log with a **circular** saw.	**circular**
12	**plumber**	The **plumber** will install our new bath.	**plumber**
13	**indicate**	**Indicate** the position of the mountain on this map.	**indicate**
14	**reign**	How long did Queen Victoria **reign**?	**reign**
15	**site**	There is a good building **site**.	**site**
16	**exhaust**	Too much exercise will **exhaust** you.	**exhaust**
17	**feeble**	The old lady is very **feeble**.	**feeble**
18	**fascinate**	This bowl of fish will **fascinate** the small boy.	**fascinate**
19	**queue**	Form a **queue** here for tickets.	**queue**
20	**apology**	I must send my **apology** for my absence.	**apology**
21	**drought**	We need some rain to break the **drought**.	**drought**
22	**science**	Are you going to study **science** later?	**science**
23	**lazily**	**Lazily** I sat and watched the clouds drifting.	**lazily**
24	**ability**	She has the **ability** to be a very fine pianist.	**ability**
25	**character**	She portrays a gentle **character** in the play.	**character**

continued over

26	**appendix**	She turned to the **appendix** at the back of the book.	**appendix**
27	**urge**	He will **urge** the boat race crews to row faster.	**urge**
28	**preferred**	They **preferred** the beach for a day's outing.	**preferred**
29	**opponent**	The boxer had great respect for his **opponent**.	**opponent**
30	**executive**	His father is a top **executive** in the business.	**executive**
31	**waste**	Put this in the **waste** paper basket please.	**waste**
32	**ancient**	They visited an **ancient** monument.	**ancient**
33	**justify**	**Justify** your statement with proof.	**justify**
34	**ceiling**	The **ceiling** in their room is painted blue.	**ceiling**
35	**controlled**	He **controlled** his temper with great effort.	**controlled**
36	**accompanied**	He **accompanied** his mother to the concert.	**accompanied**
37	**crystal**	The water in the stream was **crystal** clear.	**crystal**
38	**nuisance**	Flies are a **nuisance** in the summer.	**nuisance**
39	**oxygen**	We breathe in **oxygen** from the air.	**oxygen**
40	**pronunciation**	What is the correct **pronunciation** of this word?	**pronunciation**
41	**minor**	A cut finger is only a **minor** accident.	**minor**
42	**circulation**	The leading newspaper has a large **circulation**.	**circulation**
43	**variety**	He had a bag containing a **variety** of sweets.	**variety**
44	**diameter**	Measure the **diameter** of this circle.	**diameter**
45	**emergency**	In an **emergency** you should call for help.	**emergency**
46	**physical**	They are starting a **physical** culture class soon.	**physical**
47	**mosquitoes**	**Mosquitoes** are mainly found near water.	**mosquitoes**
48	**weird**	The story about ghosts was **weird** and mysterious.	**weird**
49	**consequently**	I missed my train; **consequently** I was late.	**consequently**
50	**privilege**	Her mother allowed her to go as a special **privilege**.	**privilege**

End of test

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